DCCUMENT RESUME

ED 049 999 SO 001 210

TITLE Problems of the Late Twentieth Century: A Behavioral Sciences Approach.
INSTITUTION Ccoperative Curriculum Service Center, Centerville, Md.
PUE LATE 70
NCTE 75p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Anthropology, *Behavioral Sciences, Concept Teaching, Curriculum Guides, Economics, Grade 12, *Human Relations Units, *Inquiry Training, Interdisciplinary Approach, Learning Activities, Political Science, Problem Solving, Resource Guides, Secondary Grades, *Social Problems, Social Psychology, *Social Studies Units, Sociology

ABSTRACT

This twelfth grade curriculum guide explores the five behavioral sciences: scciolcgy, social psychology, anthropology, ecconomics, and political science. The overall objectives of the units are: 1) to survey these sciences within a ccmplex society; 2) to realize the importance of individual to the total group; 3) tc be aware of the major sccial forces in cur social structure; and, 4) to increase awareness of current problems and issues, and the necessity of solving them. Five basic concepts are utilized thrcughout: leadership, rcle of the individual, decision making, philosophy, and institutions. These give structure to the program and promote student understanding of human relationships, and the relationship between man and his environments. Each unit explains the behavioral science to be taught and is divided into lesscns containing six parts: objectives, concepts, supporting content, key questicns, learning activities, and instructional materials. Active inquiry is emphasized in each unit. The teacher may arrange the units in any sequence as long as continuity is maintained. (SBE)

ED049999

COOPERATIVE CURRICULUM SERVICE CENTER
ESEA - Title III
Serving Caroline, Kent, Queen Anne's
and Talbot Counties, Maryland

SO 001 210

PROBLEMS OF THE LATE TWENTIETH CENTURY: A BEHAVIORAL SCIENCES APPROACH

Prepared under the direction of
Ronald E. Post
Curriculum Resource Specialist - Social Studies

Melvin A. Metzger, Project Director
Centreville, Maryland
1970

ED049999

COOPERATIVE CURRICULUM SERVICE CENTER
ESEA - Title III
Serving Caroline, Kent, Queen Anne's
and Talbot Counties, Maryland

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROBLEMS OF THE LATE TWENTIETH CENTURY: A BEHAVIORAL SCIENCES APPROACH

Committee

Lawrence E. Birge
Douglas F. Bowman, Jr.
George E.P. Collins, III

Prepared under the direction of
Ronald E. Post
Curriculum Resource Specialist - Social Studies

Melvin A. Metzger, Project Director
Centreville, Maryland
1970

Board of Directors

Mr. Wilbur S. Hoopengardner, Superintendent of Schools	-	Caroline County
Dr. Richard L. Holler, Superintendent of Schools	-	Kent County
Mr. John H. Webb, Superintendent of Schools	-	Queen Anne's County
Mr. Norman J. Moore, Superintendent of Schools	-	Talbot County

Central Office Representatives

Mr. Fred G. Usilton, Assistant Superintendent	-	Caroline County
Mr. Robert J. Eckert, Director	-	Kent County
Mrs. Margaret S. Stack, Director	-	Queen Anne's County
Mr. Arthur R. Higgenbottom, Director	-	Talbot County

Commercial programs for various grade and ability levels have been adopted by the four counties. However, packages meeting the needs of all levels in all counties are as yet unavailable. So that each grade may up date its social studies offering, "stop-gap" programs in selected content areas have been developed by the Service Center, cooperating with the four counties.

It is important to emphasize that these "stop-gap" curriculums are only tentative offering until appropriate commercial programs are available.

At the same time, these offerings should prove extremely valuable in aiding teachers to utilize such up dated trends in the new social studies as concepts and inquiry, since these trends are emphasized.

TABLE OF CONTENTS

	Page
Overview	1
Suggested Time Allotments	2
Unit I - An Introduction To The Behavioral Sciences	3
Unit II - Sociology	8
Unit III - Social Psychology	24
Unit IV - Anthropology	32
Unit V - Economics	44
Unit VI - Political Science	58

Overview

This grade twelve guide, Problems of the Late Twentieth Century: A Behavioral Science Approach, explores the five behavioral sciences (sociology, social psychology, anthropology, economics, and political science). To provide a cohesive understanding of these interrelated disciplines, five basic concepts are utilized throughout the entire guide. These concepts are (1) leadership, (2) role of the individual, (3) decision making, (4) philosophy, and (5) institutions. Besides giving structure to the programs, these concepts promote pupil understanding of the relationships of man to himself and to his environments and are basic to both individual and group situations.

This guide emphasizes active inquiry in each unit. The success of this program may well hinge upon how much the pupils are actively involved in the learning process. Each unit also considers a problem or issue of current importance.

Each unit has an introduction that explains the behavioral science to be taught. Each unit is then divided into "Lessons." However, this does not mean that each lesson is only one period's work. As a matter of fact, each lesson constitutes several days' study.

The "Lessons" are divided into six parts (1) objectives, (2) concepts, (3) supporting content, (4) key questions, (5) learning activities, and (6) instructional materials. These, of course, are only suggestions to aid the teacher. The teacher may, of course, arrange the units in any sequences as long as continuity is maintained.

In general this guide has four major goals:

1. A general survey of the behavioral sciences within a complex society
2. Realization of importance of individual to the total group
3. Awareness of the major social forces in our social structure
4. Increased awareness of current problems and issues and the necessity of solving them

Suggested Time Allotments

Introduction	one week
Sociology	six weeks
Social Psychology	six weeks
Antropology	six weeks
Economics	six weeks
Political Science	six weeks

Unit I

An Introduction To The Behavioral Sciences

This short unit is designed to provide an introduction to the behavioral sciences and to the five basic concepts. This introduction should be brief and as interesting and motivating as possible. Also, teachers may wish to introduce some of the current problems and issues to be explored during the year.

Unit I

An Introduction to the Behavioral Sciences

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify the five behavioral sciences 2. Identify the basic concepts of these behavioral sciences	Behavioral sciences (study of individual and group behavior of man) Five basic concepts of behavioral sciences A. Leadership 1. individual 2. group 3. societal B. Role of individual 1. individual 2. group 3. society C. Institutions D. Philosophy E. Decision making 1. individual 2. group 3. society	1. Knowledge attained through study or practice. A dept. of systematic study; something that may be learned from systematic study; knowledge governing general truth or the operation of general law. 2-3. Behavior is manner of conducting one's self; way something behaves; act, function, or react in a particular way. 4. There are 5 disciplines of behavioral sciences A. Social Psychology B. Sociology C. Anthropology D. Political Science E. Economics - 4 -	1. What is a science? 2. What is behavior? 3. What is behavioral science? 4. How many behavioral sciences are ther?

Lesson 1

Learning Activities	Instructional Materials
A. Random Seating: Students can analyze their own seating arrangement after being allowed to sit according to their own preference. Show how 5 disciplines are involved in accounting for seating pattern. 1. (Sociology) Pupils with same social and economic background will tend to sit together. e.g. What does your father do? 2. (Anthropology) Persons of same race, religion, ethnic group tend to sit together. e.g. Whites, blacks, catholics 3. (Social Psychology) Individual motivation based on physical reasons - bad eyesight - front of room; individual preference for front or back of room; boy-girl relations, habits of individual, individuals athletic ability. 4. (Economics) Fashion; dress; economic background - well to do students tend to sit together, etc. personal possessions e.g. student with car has more friends. 5. (Political science) Decision making - freedom of choice of students as opposed to dictates of teacher.	Introduction into Behavioral Sciences by Edwin Fenton, Holt Rhinehart Co., 1969 Introduction to Behavioral Sciences, Pasedena City Schools, Division of Instructional Services 1963.
B. Film or filmstrip - Students point out interaction of five disciplines by picking specific frames which might apply to each of these and explain their reason. e.g. Filmstrip on "Nigeria". Anthropology - all Moslems live in one area Sociology - group leadership - Biafrans are leading group with regards to economics and politics. Political Science - decision of group to break away from Federation to form smaller nation of Biafra.	Screen News Digest Vd. 11, Issue R. Nigeria and Biafra

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
		5. Forces interrelating to cause human behavior A. Physiological forces 1. Physical build 2. Appearance 3. Motor ability 4. Sensory ability 5. Heredity B. Psychological 1. IQ 2. Aptitude C. Sociological forces 1. Peer pressure 2. group pressure 3. economic fac factors D. Cultural forces 1. race 2. religion 3. society	5. What are the major concepts of the behavioral sciences? 6. What forces interrelate to cause human behavior? 7. What are the methods of study of the behavioral scientist?
		6. Problem Solving Approach Approach (Mode of Inquiry) A. Define problem B. Form Hypothesis C. Gather information D. Analyze information E. Evaluate into as to source, validity, relevance F. Form a conclusion G. Check back to hypothesis and compare to conclusion	

Lesson 2

Learning Activities	Instructional Materials
A. Using same filmstrip the 5 basic concepts of leadership, role of individual, institution, philosophy and decision making can be pointed out. e.g. institutions of anthropology look at religion as institution, Moslem, Christian, etc.	"Japan: Land and People" Coronet film. No. 496 Talbot County
B. To show forces of interrelating human behavior. Question: How did psychological, sociological and cultural forces interact to bring about independent Biafra? Note: Any film which shows people in a region from several aspects would suffice to show the above concepts, interacting disciplines, etc.	
C. Using inquiry 1. Problem - Is ther Police Brutality? 2. Hypothesis - Yes; there is unnecessary police brutality. 3. Gather data - 5 examples of police brutality from periodicals. e.g. Chicago Conventions 4. In all five examples police were attacked first. 5. Materials - Periodicals were reputable, authors were relatively unbiased 6. Conclusion - In most cases police brutality is non-existent. 7. Hypothesis was incorrect based on that data. Show students how some materials are biased and not completely truthful in some cases.	Use current newspapers and periodicals "The Decalogue of Georgia Racism", The Politics of Desegregation in Georgia, Fancis Wilhoit.

Unit II

Sociology

Introduction

This unit explores the rudiments of sociology; while at the same time, considering some pressing current problems. As in all units, the five concepts outlined earlier structure the content and study.

Sociology focuses upon those aspects of human behavior which directly relate to man's living in groups. Group organization, function and change, and how behavior is affected by interaction with other humans through the process of group living are sociology's concern. Sociology sees the general structure of society at six different levels of inquiry: values, institutions, organizations, groups, status positions, and social roles. At any level the similarities and differences of society and the interrelationships with other levels are studied.

Every society has certain similarities. It attempts to insure group survival and to provide clothing, food, and shelter. It develops a philosophy which internalizes needs for reproduction, socialization, production of goods and services, social control, and providing meanings of and motivation for a "good life."

Variation and diversity within a given social structure and within comparative social structures are other points of inquiry. How man in a given time span or how different generations in a given time span relate to social institutions provide insight into man as a social being. They also give insights into how man relates to his self-concept, to the meaning of his world of work, and to his relationship with others. Sociology studies these activities as scientifically as possible.

Some of Sociology's primary concerns are:

I. Man has unique common needs which are met within a social setting through membership in primary and secondary groups.

II. Within these groups man develops ways and means of meeting his needs and coping with the problems of living in groups.

III. Man is a unique being and even though every individual is unique in some ways, man has more similarities than differences.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify sociology 2. Identify society 3. Identify a group 4. State the importance of learning about sociology	<u>Sociology</u> - Scientific study of social relations will develop in their interactions. It analyzes the basic structures of functions of society and groups within society to identify conditions, predict changes, and state conditions of reorganization.	1. Group - Two or more individuals with common interest a. Primary e.g. family b. Secondary e.g. Army 2. Society - An intergrated group interacting and communicating among themselves. e.g. U.S.A.	1. What is Sociology? 2. What is a group? 3. What is a society? 4. What is social?

Lesson 1

Learning Activities	Instructional Materials
A. Group Activity: 1. Tell class to organize into groups 2. Number each group 3. Verbally ask them why they organized the way they did 4. Then tell the one who answered first to write down why he assumed leadership 5. Have the other members write why they let him take the lead 6. Compile results - analyze B. Group Discussion: From the above activity 1. Gain students personal opinions 2. Compare various groups opinions 3. Analyze	Sociology: The Study of Man in Society, Caroline Nose Charles E. Merrill Books, Columbus, Ohio Broom, Leonard and Philip Selzneck, Sociology, 3rd ed. NY Harper and Row, 1963

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Describe the importance of group pressures upon the individual	A. Leadership (leading group)	1. Characteristics a. Exerts influence b. Initiates ideas and movement c. Organizes (internally action of other groups) d. Formulates goals e. Inspires others 2. A society could not function without the above characteristics. As individual groups need a leader, combined groups need a leading group. Industrial group leading other groups with regards to legislation in government. 3. A need arises for leadership when there is a problem or crisis. e.g. Urban problems, Ethnic minority rights, protection for consumer, world affairs	1. What are the characteristics of a leading group? 2. Why are leading groups necessary? 3. What are the sociological aspects of leadership?

Lesson 2 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		4. Group leadership focuses attention on immediate problems. One group (of several working on the same problem) will lead in organization, solutions, etc.	4. How does group leadership affect the society?
		5. Urban Problems, societal problems a. Pollution b. Population c. Civil rights d. Drugs e. Mental health f. Transportation	5. What are some problems of society which need group leadership?

Lesson 2

Learning Activities	Instructional Materials
A. The group activity from Lesson 1 is to be maintained and will be a sixfold activity. 1. It will show characteristics of an individual group 2. It will indicate the necessity for a leading group and its characteristics (A separate independent study for 2-4 people would lend itself well here. These students could keep records of the various groups, the activities of the groups, groupw which exhibited leadership, why they exhibited leadership, the ways in which they exhibited leadership, the materials being discussed when group leadership was evident and the times involved. Group leadership may vary according to interest, studies, etc. 3. Teacher should follow group activities. Independent study materials could be evaluated by entire class. (The activity should be carried out over a period of several weeks for best results.)	Transportation: U.S.A. Queen Anne's Integration, Queen Anne's Men, Jobs, Automation Queen Anne's History of Dissent, Kent People by Billions, To Each His Rightful Share, Man and His Resources, Talbot Superflour People, Enoch Pratt Great Cities: Megalopolis Talbot

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify the role of individuals in the group 2. Describe the necessity of individual leaders of groups	B. Role of individual	1. Membership requires that individuals undertake varried roles involving different responsibilities, rights, and opportunities. 2. Role is determined by the expectations of others. It changes as the individual moves from group to group. 3. Individuals a. Martin L. King, Jr. b. Malcolm X c. John Kennedy d. George Wallace e. Rap Brown f. Sheldon - K.K.K. g. Jerry Rubin h. Hitler	1. What is the role of the individual in respect to the group? 2. What are the varried roles of an individual? 3. Who are specific individuals who have played a major role in our society? In other societies?

Lesson 3 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		4. Reactions vary according to goals of groups, member etc. e.g. Panthers, S.D.S., D.A.R., Southern Christian Leadership Conference, Urban League, Conservation Groups, etc.	4. How does individual group reactions and behavior vary?
		5. This is the process of socialization. a. Individual refraining from actions that will bring negative reaction b. Individual attempts to see himself as others see him (looking glass theory) c. Development of the social self	5. What is the process of an individual becoming a group member?

Lesson 3

Learning Activities	Instructional Materials
A. Example Discussion - Compare the role of a person in witnessing a drowning in China as to the U.S. (Compare reactions of witness.) 1. Eg. Person in China owes allegiance to family and cannot recklessly endanger his own life for that of another. U.S. person would be expected to endanger himself, he is obligated to others in his society, not just his family. 2. Eg. Role of individual to family group U.S. - son or daughter often questions authority of parents Japan - Authority is not questioned, parents and elders are revered B. Outside speakers on the various institutions. e.g. Ministers. Comparative study on the various institutions. Example: Question to students 1. How would your friends expect you to act in relation to the group? 2. How would your parents and their friends expect you to act in their presence? 3. What is the difference in Behavior? Did the group determine the Behavior?	Guidance Assoc. Martin L. King, Jr. Guidance Association Malcolm X F.D. Roosevelt: The Years that Changed the Nation Education - Kent Major Religion of World Talbot The Dawn of Religion Queen Anne's Are You Ready for marriage? Kent Cornet Film 46 Family Life, Kent, Cornet Film 51

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify and describe societal institutions 2. State the function of institutions	C. Institutions	1. Relatively permanent groups present in almost all societies. 2. Institutions a. family b. school c. marriage d. industry e. religion f. government 3. Institutions are the framework of a society.	1. What is an institution? 2. What are some institutions in an society? 3. Why are institutions necessary?

Lesson 4

Learning Activities	Instructional Materials
A. Hypothetical Situation 12 people have been put on a different planet. The planet is somewhat hostile in that if the people are alone as individuals or as groups of less than 7 they are often attacked by wild animals. Also there are conflicts in the group as to who will be its leader. As of now they have no homes, weapons, or protection. What do you think is the first thing they must do. What institutions must be set up before the people can begin to function effectively? Why are these institutions necessary? What other situations might arise calling for the development of more institutions?	Linton, Ralph, The Cultural Background of Personality, Appleton-Century - Crafts 1936

Lesson 5

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify philosophy 2. Describe its place in the behavioral sciences	D. Philosophy	1. It is an adequate theory of societies that explains both change and stability. It includes man's search for justice, freedom, for beauty, and order for equality. A meaning for life and a value system. This is done by the establishment of institutions. e.g. government, family, education. 2. A. Conte . 1. Father of Sociology 2. Named and gave purpose of sociology B. Max Weber 1. Influence of religion and religious ideas on rest of social life 2. Books: Protestant Ethic, Spirit of Capitalism	1. What is philosophy in regards to society? 2. What are some of the sociological theories and their originators?

Lesson 5 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		C. Durkheim 1. First empircal sociological research 2. Book Suicide a. 1st time a major theory was tested b. classified suicides into 3 types 3. Division of Labor in Society D. Social Darwinism 1. Theory of social evaluation 2. Taken from Darwin's ideas 3. Americas Disciples a. Wm. Summer b. Herbert Spencer E. Emile F. Georg Simmel	
3. There are two poles about which sociological theory revolves; the individual and the group. Theories attempt to explain relationships among groups and their members.			3. How do these theories relate to sociology?

Lesson 5

Learning Activities	Instructional Materials
A. Have the students explore what motivates people to act as they do. Eg. Draft - dodging, Racial Prejudice, Religious preference. Note: How might Max Weber's philosophy of Protestant Ethic fit in?	Bargatta, Edgar F., and Henry J. Meyer, Sociological theory: Present Day Sociology From the Past. NY, Alfred A. Knopf, lue. 1956
B. Group research on comparative religions. Students should decide what factors influence their beliefs. e.g. Use various examples of music in religion to show different attitudes and philosophies. e.g. Negro spiritual, Beatles, Jazz	Coser, Lewis A. and Bernard Rosenberg, Sociological Theory: A Book of Readings, NY, The Macmillan Co. 1957
C. Directed reading activity dealing with the theories.	Menton, Robt K. Social Theory and Social Structure, Free Press, 1949.

Lesson 6

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. State the reasons for decision making 2. Describe the necessity of decision making	E. Decision Making	1. Factors a. Peer pressure b. Philosophy c. Group pressure d. Reward risk e. Institutions 2. Decisions a. Determine individual's role b. Determine role of groups c. Determine goals, attitudes of individual d. Form societal goals	1. What factors influence decision making in regard to sociology? 2. How do these decisions affect the society and the individual within the society?

Lesson 6

Learning Activities	Instructional Materials
A. Have the class conduct a sampling or survey to conclude the relationship between decision making and socio-econ. factors. e.g. Who makes decisions of family in Sewish families, Catholic, Protestant, Negro Homes, Caucasion homes, Mongoloid homes, Professionals, Skilled Workers, Laborers.	Kirkpatrick, Clifford, The Family: As Process and Institution, 2nd ed. New Ronald Press Co., 1963
B. How do decisions of society affect role of individual US - involvement in Viet Nam, societal goals role of individual Russia - role of individual, societal goals	Barnard, Chester I., The Functions of the Executive, Harvard Unov. Press, 1938.

Unit III

Social Psychology

Introduction

Unit III deals with social psychology and with some very relevant problems of today. Again the five concepts of the entire year's work structure this unit. However, "philosophy" has been omitted.

Social Psychology: One definition of psychology is the science that studies the behavior of organism. Science in this definition implies a systematic study based upon factual investigation, experimentation and other means of systematically collecting data. Behavior refers to activities of humans or other organisms that can be observed directly or by living animal. Although psychology is primarily interested in humans it uses other living things in experimentation. Modern psychology regards the mind and body as a whole, not as separate entities.

Some of the most interesting problems in the social sciences in the area where psychology and sociology overlap, which gives rise to the study of social psychology. The study of social psychology has produced a number of generalizations important to everyone, as well as extending concepts drawn from its parent disciplines. This study has value in its own right and in providing knowledge basic to skills of effective group participation and to effective participation in society.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify social psychology and describe what it studies. 2. Identify and describe the concept of leadership as it relates to social psychology	Social Psychology studies the behavior of individuals in non intergrated groups Collective Behavior A. Leadership	1. The main purpose is to see how the individual and group are related, and how a human being is shaped into a specific individual. 2. One who has the ability to influence through organization a. characteristics b. exerts influence c. initiates d. organizes e. formulates goals f. inspires others 3. Without leadership groups and societies are unable to function.	1. What is social psychology? 2. What is the main purpose of social psychology? 3. Who is a leader? 4. What are the characteristics of a true leader? 5. Why is leadership necessary?

Lesson 1

Learning Activities	Instructional Materials
A. The students could write reports on what they feel has led to their personality. eg. family life, social class, economic position. B. Set up a hypothetical situation and have students determine why specific reactions occured. eg. Girl stabbed in city, no one comes to aid, Why? C. Group research on specific case studies relating to development of individual or lack of it due to deprivation of human contact. D. Group Activity: A primary group will meet discussing a given topic or situation with a second group acting as observers to decide which member or members is a leader and the reasons why he emerged using the characteristics. E. Set up a group. Give the group a problem to solve. Each time an individual exhibits leadership (eg. 1st to speak) stop him and explain the group must function all together without a leader.	Improve Your Personality Kent County Developing Self Reliance Coronet, Kent County The Case of Anna Kingsley Davis, "Extreme Social Isolation of a Child," America Journel of Sociology, January, 1970 The Case of Kamala and Amala Wolf Children and Feral Man, Singh and Zingg, Harper Row, 1942 Psychology: Principles and Applications, T.L. Engle, Louis Snellgrove, Harcourt, Brace, and World, 1969

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify the role of individuals as studied in social psychology 2. Describe the individual's role from a social psychology point of view.	B. Role of Individual	1. Determinants a. Economics b. Social Class c. Status d. Sex e. Education f. Self interest g. Physical characteristics 2. Determinants of attitudes a. Mass media b. Family - home c. Environment d. Religion 3. The position a person holds or plays in his society. eg. boy, strong, agressive; girl, weak, quiet 4. Rank or standing of positions in social systems and prestige accorded them. a. Types of status 1. Ascribed status a. based on age b. sex	1. What determines social role? 2. What determines social attitudes? 3. What is social role? 4. What is status in relation to individual and group?

Lesson 2 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		c. family d. physical change e. social change 2. Achieved status Position is earned or achieved by means established by society.	
		5. Belief or bearing one has toward group he associates with or attitudes of group toward individual. eg. Everyone should own a car. All families should attend church. All children should graduate high school.	5. What are social attitudes?

Lesson 2

Learning Activities	Instructional Materials
A. Using The American and The African, have students read to find social attitudes that differ between the two and the determinants of social attitudes for each.	The American and The African, Robert A. Lystad
B. Using graphs, discuss the reasons why persons (occupations) fall into the prestige categories. What does this indicate about our society? How is the individual affected by these prestige.	Article Appeared in: Background Book: Africa and the United States: Hopes and Realities Bell, Earl Hand, John Sitjanak, Social Foundation of Human Behavior, Harper and Row, 1965, pg. 440-441.

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify institutions and decision making in social psychology. 2. Demonstrate the use of a mode of inquiry.	C. Institutions D. Decision Making	1. Factors a. Shelter b. Love c. Belief d. Security e. Education Institutions 1. Education 2. Marriage 3. Government 2. Methods a. Deductive b. Inductive 3. Group decisions decide the role of individual. eg. U.S. states all males join military. Refusal to serve by individual questions decision of group.	1. What factors do institutions provide for the individual? 2. What are some major institutions? 3. By what methods are decisions reached? 4. How do decisions of the individual affect the group and vice versa?

Lesson 3

Learning Activities	Instructional Materials
A. By using the "Case of Anna" and the "Case of Kanala and Amala" show how lack of institutions affected development. Use hand outs of the cases for student involvement.	AEP, Community Change, Cutler, Pearson
B. Locate specific instances where institutions have played a more dominant role in individual life. e.g. Helen Keller	
C. "Situation" Duty over belief, Comparison Neseremberg to Mai Lai. State Problem: Proverty of Allegiance Hypothesis: Man owes greater allegiance to government than to his own ideals. or Man owes greater allegiance to own ideals than to the government. (Group values over individuals) Research: Mai Lai, Neseremberg Evaluate: Decide whether valid materials were used. Conclusion: Man owes greater allegiance to government because individual freedom is lost if his values contradit the institution.	
D. Individual Reports: How the major institution affect each individual?	

Unit IV

Anthropology

Introduction

This unit defines anthropology and relates the five concepts to its study. As in all units, opportunities for students to active use a mode of inquiry are presented. It is as important to teach this mode of inquiry as it is to teach the concepts and content.

Anthropology is the study of man in his total setting. It considers the cultural, social, psychological, and historical aspects of man. It traditionally studies primitive tribes, but recently the anthropological approach is being utilized to study modern societies.

I. Anthropology is concerned with changes in the traditional customs of society.

II. Anthropology studies how culture is adapted to serve man's needs.

III. Anthropology studies how man adapts to his cultural environment.

IV. Anthropology studies the continuing and accelerating process of change that is brought about through invention and assimilation from other cultures.

V. Anthropology recognizes that man learns the accepted ways of perceiving, thinking and behaving from his culture.

VI. Anthropology includes those aspects found in all cultures, known as cultural universals, (e.g. religion, government and economics).

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify anthropology and distingish it from the other behavioral sciences	Anthropology is the study of man in relation to origin, physical character environmental and cultural influence on behavior. The anthropologist also attempts to discover cultural universals.	1. Divisions a. Biological 1. Man's development from lower forms of life 2. Cne cell - multi cell b. Cultural Anthropology 1. Patterns of living making one group different from another 2. Mores and folkways being cultural beliefs, values, etc. which define group role. a. folkways - socially established (automatic) behavioral responses (ways of the folk) b. mores - morally sanctioned norms 2. Culture is the shared meanings and values that members of a group hold in common.	1. What is anthropology? 2. What are 2 main divisions of anthro? 3. What do these divisions deal with? 4. What is culture?

Lesson 1

Learning Activities	Instructional Materials
A. Class Activity - To show physical and cultural antropology at work. 1. Go through the waste paper basket layer by layer as an archeologist would go through dirt. 2. Students reconstruct what events happened in the room by the evidence. 3. Why did the events occur?	Study of Anthropology Pertti J. Pelto, Charles E. Merrill Books, Columbus, Ohio
B. Class Activity - 1. Have students list their daily activities 2. Students correlate and find similarities? 3. Students state their own interpretation of results 4. Teacher gives definition of culture 5. Question - Do you, the students, have a common culture?	The Great Trec and the Longhouse The Culture of the Iroquois Helen Hertzberg, Macmillian, 1967
C. Directed Reading Assignment - What are the basic characteristics of the culture? Question - What is the relationship of the Nacirema culture to ours?	Filmstrip - Men of the Old Stone Age: Their Culture and Development.
D. Class Activity - Research and Discussion 1. By using graphs, discuss the tolerance of variation in U.S. culture 2. Compare these to tolerances in other cultures	Teacher Guide Material "Body Ritual Among the Nasirema", Horace Miner, American Anthropologist Vol. 58, 1956 Graph - "Tolerance of Deviancy from Norms" Taken from Social Foundation of Human Behavior, Harper and Row 1961

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify how media and cultural beliefs have fostered race problems	A. Leadership	1. Justification of content at discreation of teacher and students. e.g. Western Europe also minority group contribution 2. Attitude that your groups cultural behavior patterns are superior to those of another group. e.g. American superiority White superiority 3. Ethnocentism - judging other cultures by your own. 4. Prejudice is a learned behavior. Example of how children learn prejudice. It is based on factor of leadership of groups; that one group is superior to another, also institutions of societies, contribute to prejudice.	1. What cultures have made the greatest contribution to western civilization? 2. What is ethnocentism? (cultural bias) 3. What is prejudice? What is racism? 4. How does prejudice develop?

Lesson 2

Learning Activities	Instructional Materials
A. Direct Reading Assignment Class Handouts No. 1,2,3, (Included) Question: Do you believe these papers reflect any bias? If so, why?	International Jew Vol. II Practice of Klanishve Impearal Instruction Document 1, 1924 Playboy, March, 1969 Letters to Editors
B. Class Activity - Survey 1. Take a survey finding the percentage of Americans describing Russians, Englishmen and themselves by various words. 2. Words used are: Handworking, intelligent, generous, cruel, brave, progressive, peace loving, backward. 3. Evaluate results	Society and Man, Weinberg and Shabot, P 669, Prentice-Hall
C. Direct Reading Assignment Class handout No. 5 Question: From where is prejudice learned?	How Children Learn Prejudice - Lesson 45 Prejudice: A Case Study Lesson 44 Introduction to Behavioral Sciences - Fenton, 1969

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
Students will be atle to: 1. Identify how cultural values and beliefs avvect the invididual	B. Role of individual behavior	1. The culture affects and influences an individuals total behavior in all of its aspects. e.g. individual's goals desire foredue. 2. Behavior is influenced by the environment and living conditions of a society. e.g. Urban, suburban, ghetto, rural 3. Subcultures in a society have determined role or behavior of the individual based on the individual's race, religion, etc. e.g. Negro in America Chinese - Japanese in America	1. How does culture influence behavior of an individual? 2. What is the extent of cultural influence? 3. How does prejudice or rascism of a culture affect the development of the individual in that culture?

Lesson 2

Learning Activities	Instructional Materials
A. Direct Reading Assignment Question: What are some characteristics of America? How do these differ from other cultures? What is the origin of these characteristics?	Behaving Like An American Introduction to Behavioral Sciences, Fenton, 1969, Lesson 9, P. 46
B. Role Playing - Students take on roles of people from different environments or living conditions. They must then react and act toward various situations. Question: Is your behavior influenced by your environment? If so, why?	
C. Group Presentation - On various areas of American life along with bulletin boards on the various conditions.	

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify the institutions making up "cultural universals" 2. Describe how minority groups influence decisions.	C. Institutions D. Decision Making	1. Institutions a. Family b. Educational c. Religions d. Economics e. Governmental 2. Development occurred because of a need. e.g. Government a. Primitive b. Contemporary 3. Minorities function through pressure groups e.g. Grange (farmers) Labor unions N.A.A.C.P. S.D.S. Black Panthers Boy Scouts (Conservation)	1. What are anthropological institutions? 2. How have these insitutions developed? 3. How do these institutions affect the development of group; of individual? 4. What is the role of minorities in governmental decisions?

Lesson 3

Learning Activities	Instructional Materials
A. Class Activity - Research the correlation between the advance of technology in a culture and the growth of institutions.	References as Fenton's Behavior Sciences
B. Research - Trace influence of the family through various stages of history.	Periodicals
C. Group Research - How have minorities affected society through recent Supreme Court decisions? e.g. (Various decisions Brown vs. Topeka, Conscious objectors, Madeline Murray - Pray in Space and School, Fair Housing Laws.	Filmstrips Films

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify how different societies make decisions in different ways. 2. State that all societies make decisions.	Decision Making	1. Previous problem solving approach used to reinforce learning. Decision making institutes a. Government b. Family c. Religion 2. Different societies have different decision making process. e.g. a. Patriarchal vs. Matriarchal b. Democratic vs. Totalitarian c. Theocracy vs. Individual d. Primitive vs. Civilized	1. What is the role of minorities in deciding societies priorities? 2. What are the decision making methods or processes? 3. What is the role of decision making for groups and individuals in differing cultures?

Lesson 4

Learning Activities	Instructional Materials
A. Compare development of decision making in the American Indian culture to contemporary government. e.g. Iroquois Five Nations vs. U.S. Congress and democracy.	History as Cultural Change: Anthropology Curriculum Study Project MacMillian Company, 1968, (Can be used for all of Unit IV)

Unit V

Economics

Introduction

Unit V deals with another behavioral science, using the same concepts and mode of inquiry as the other units.

Economics: One definition of economics is the study of how unlimited human wants can be most efficiently served by limited resources. Economics is concerned with several human activities. One is the production and distribution of goods and services. Another is examination of how people produce, consume, save, pay taxes and perform services to satisfy personal wants and needs and to satisfy collective wants for such items as education and highways.

The conflict between unlimited wants and limited resources is a major problem of every economy. All economies began with limited goods, services, and labor. Today some advanced economies enjoy abundance while scarcity persists in others. Man's continuous attempts to narrow the gap between limited resources and unlimited wants has lead to specialization. This has caused interdependence of factions within one economy and interdependence among other economies; thus, today, particularly in highly industrialized societies, economic independnece has disappeared. Interdependence adds as international flavor to economics.

Economic institutions - modes of exchange, banks, credit, markets, corporations, labor unions, tariffs - are significant factors in all economics. In addition, all economies have important economic values and beliefs: role of profit, competition, private enterprise, government, and thrift. These values and beliefs influence economic thought, policies, and decisions.

Every economy faces four basic economic decisions: (1) What and how much to produce? (2) What quantities of and in what ways are labor, resources, and capital to be utilized? (3) Are goods and services for immediate consumption or for further production? (4) How shall goods and services be distributed?

Economics and politics cannot be divorced. Every level of government grapples with economic policies and decisions. Programs concerning the welfare of labor, business and industry, and the consumer are important factors in determining the platforms for our political parties.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. State a definition for economics 2. Identify some of the characteristics of American economic system and its effects on the world.	V. Economics A. Leadership	1. Relation of mankind to the ordinary business of life Study of a. production b. distribution c. consumption 2. Characteristics a. Open economy b. Individual c. Laissez - Faire d. Private Ownership 3. Examples of influence a. U.S. consumption determines world market e.g. coffee, sugar, rubber b. U.S. population constitutes 7% of world population. We consume over 50% of worlds food supply. 4. Systems a. Communism b. Socialism c. Capitalism d. Mixed enterprize	1. What is economics? 2. What are characteristics of the American economy? 3. What is the influence of our economy in the world? 4. What are competitive economic systems?

Lesson 1 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
3. Identify some economic systems 4. Describe the role of labor unions and management in labor disputes. 5. Identify and describe some factors necessary for economy leadership.		5. Unions protect and advance the workers interest. They provide dialogue between employer and employee on wages, work conditions, hours, and finge benefits. 6. Management a. Lock-outs b. Black-list c. Company unions Labor a. Strike b. Walk-out c. Boycott d. Slow-down 7. Factors a. Natural resources b. Skilled human resources c. Industry d. Capital e. Market	5. What is the role of unions? 6. What are the methods of management and labor with regards to enforcing positions. 7. What factors must be present for economic leadership?

Lesson 1

Learning Activities	Instructional Materials
A. Give students a story to read dealing with the process of obtaining some product. Have the students classify the processes by which things are obtained. e.g. Story of cola A. Kola nuts are produced B. Brought to producer who processes and ships to individuals C. Product is consumed e.g. Use overheads indicating 3 parts of economics and have students interpret.	Economics and its significance, Martin, Miller, Charles E. Merrill Books, INc. Columbus, Ohio Political Economic Pattern (Kent County)
B. Direct Reading Assignment - Handout Question: How does international trade help the U.S.?	How International Trade Helps, John Kennedy
C. Class Discussion - Handout Location and Purpose of U.S. holdings abroad.	Source: The U.S.A. in the World Economy, Steinberg, Council for Advancement of Secondary Education, 1966
D. Transparencies "Pattern of Investment" Question: Which economic system favors the individual? What does this indicate about the economic systems? Why? By looking at the graph, which economic system has the better standard of living?	Comparative Economic System, Fenton Transparency 126-12c
E. Group Activity: Students write to major unions to obtain information for bulletin boards and class discussions. Letters could also be sent to major corporations. Local union leaders could be speakers. e.g. A.F.L. G.I.O., U.A.U. U.M.W. Visit a local industries personnel manager and find out state laws about working conditions.	

Learning Activities	Instructional Materials
F. Using newspapers or magazines, select several recent labor-management disputes. What methods did labor and management use? How was a settlement brought about?	Prosperity Without End, Kent County Rise of Organized Labor Talbot County N.Y. Times Squandered Resources Kent and Talbot County
G. A. Problem is for students to determine where they would put an industry based on economic factors of Natural Resources, market available, transportation, skilled labor, etc. B. Give student groups corporations - students would role play part of Board of Directors. C. Students could take corporations like Continental Diamond, Ford Motor Co., Reynolds Aluminum, etc. D. Take area - e.g. continent of Africa E. Students could locate resources, investigate economy of nation, education level, etc. F. After locating material students analyze information G. Students decide on location of corporation	

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Diminish between the different economic roles of individuals in capitalism as opposed to communism.	B. Role of individual	1. Capitalism a. Producer b. Consumer c. Investor d. Decision making 2. Communism a. Producer b. Consumer 3. Capitalism a. Individual choice b. Economic status c. Education d. Politics 4. Communism a. Government need b. Gosplan (Government planning) c. Education 5. Organizations to aid individual a. Insurance b. Federal Reserve System c. Social Security d. Better Business Bureau 6. Obligations a. Taxation Personal, Corporate 7. Differences a. Government housing b. Role of union differs c. Incentive plans	1. What is the role the individual in capitalism as opposed to communism and socialism? 2. How is the individual's role determined? 3. What organizations protect the individual? 4. What obligations does the system place on the individual? 5. How does the role of individual differ in the major economic systems?

Lesson 2

Learning Activities	Instructional Materials
Class Activity "Game of Market" Class Activity "Economy Game" Research and discuss differences in economic systems of U.S.A. and U.S.S.R.	Comparative Economic Systems, Fenton, Teachers Guide, P. 149 Economy Game, Douglas Bowman, 1970 Protecting the Consumer Kent County Federal Taxation, Coronet, Kent County

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify and describe economic institutions and their elements	C. Institutions	1. Institutions a. Stock market b. Federal Reserve System c. Social Security d. Welfare Program e. Internal Revenue f. Corporations - Enterprises 2. a. Stock Market 1. Bonds 2. Common stock 3. Preferred stock b. Federal Reserve System 1. Discount rate 2. Rediscount rate 3. Buy & sell bonds c. Social Security 1. OASI - Old Age Survivors 2. Unemployment insurance 3. Assistance for needy d. Welfare 1. Guaranteed income 2. Free lunch 3. Job Corp 4. NYC 5. etc.	1. What are economic institutions? 2. What are elements of these institutions?

Lesson 3 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		e. Internal Revenue 1. Personal income taxes 2. Corporation tax 3. Inheritance taxes 4. Graduated income tax 5. Negative income tax f. Enterprises 1. Sole proprietor 2. Partnership 3. Corporation 3. Effects a. Protect individual b. Control amount of money in circulation c. Jobs, opportunities d. Control production, distribution, and consumption	3. In what ways do these insititutions affect our economy?

Lesson 3

Learning Activities	Instructional Materials
A. Student Research - Students find comparative institutions in the communist system. Students as individuals could buy and sell stock by following daily averages in various newspapers, etc. The students should keep a booklet on various companies researching their growth and decline. They should plot the progress of their purchases on graphs. Concluding reports should be made.	Economics of Poverty, by Schultz, M; Joint Council on Economic Education, 1968 Federal Reserve, Ency. Britannica #479 Talbot County
B. DRA on the Federal Reserve System. (What are the basic ways FRS controls money in circulation) Problem for individual students: The U.S. is having a major recession. By operating through the Federal Reserve System how could it improve the conditions of our economy? Answers 1. FRS could buy bonds from banks 2. Lower Reserve Requirement 3. Lower Rediscount rate	

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify different economic philosophies and describe each and its effects on a given system.	D. Philosophy	1. Philosophers a. Malthus b. Smith c. Keynes d. Marx e. Debs 2. Comparative Systems a. Capitalism b. Socialism c. Communism 3. To show the difference in economic systems and their values with regards to their origins.	1. What are some economic philosophers and their philosophies? 2. How did these philosophies shape economic structures? 3. What are some comparative systems? 4. What is the importance of these philosophies?

Lesson 4

Learning Activities	Instructional Materials
A. Group Activities: Give specific situations and have students apply their own theories on how they would solve the situation. B. Comparison of Animal Farm to Communism and its early history. C. Research and discuss a comparison of two different economic systems.	Capitalism and other Economic Systems, Lee and McCreay, Council for Advancement of Secondary Education, 1959 Animal Farm, George Orwell References Films Filmstrips

Lesson 5

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Determine who makes economic decisions. 2. Describe how economic decisions are made.	E. Decision Making	1. Decision Maker a. Consumer b. Investor c. Government 2. Affected by a. What to produce b. When to produce c. For whom to produce 3. Affected by a. Inflation b. Deflation c. Recession d. Depression e. Strikes f. Supply and Demand g. G.N.P.	1. Who makes decisions in economics? 2. How is our economy affected by decision making? 3. How is our decision making affected by the economy?

Lesson 5

Learning Activities	Instructional Materials
A. Role Playing: Students assume roles of executive board of a corporation. They are furnished with current political or economic situation and they can react for their companies and employees best interest. e.g. You're on the board of Continental Can. Question: Should you build an additional plant in city x in the North or city y in the South. Consider factors. Consider natural resources equal. 1. Real Estate cost and availability 2. Taxes - Personal, Corporation 3. Labor market 4. Unions 5. Educational System 6. Population density 7. Recreation 8. Possible civil disorders 9. Transportation	Gold and You: Drain on the Dollar, Screen News Digest, Vol. 10 issue 7 Kent and Talbot County

Unit VI

Political Science

Introduction

This unit follows the same format as the others, including active inquiry and a consideration of current problems.

Political science studies political behavior and political institution, including the theory and practice of organizing and controlling the power necessary to form public policy and administer public services. Political science can be subdivided into international relations, national, state, and local government, comparative government, political theory, public law, and politics.

Political science is a study of government, but it is not limited to formal structure. Areas of particular interest include political goals and processes of gaining them, decision making methods, types and character of political leadership, protection of minorities, and understanding of different ideologies. Government cannot be separated from man and society, as it focuses specifically upon areas of social life that are concerned with consent, control, power and authority. Study of the role of law in society points up relationships of individuals to the legal system, to sanction, to courts, and to justice.

The political theorists, taking from areas within and outside the social sciences, attempts to gather existing knowledge about the state. Such knowledge is tied together by principles, conclusions, and valid generalizations. An interplay between hypothesis and data is constant; the data giving the basis for hypothesis and the hypothesis providing direction for seeking of data.

Democracy places the exercise of power in the hands of the people. Thus, democracy depends upon an educated and informed citizenry that recognizes the necessity for balance between rights and responsibilities. A study of political science, in addition to considering the opportunities and obligations of citizens, is concerned with conveying an understanding of operations of American political institutions. In other words, political science has a structure and a method of research which can enhance citizenship education.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. State a definition for political science.	Political Science	1. Studies political system from four perspectives. A. Processes, behavior, and institutions of political systems, making systematic generalizations and explanation of the political. B. It seeks generalizations about relations among political systems especially the politics of nations in the international system. C. It studies the end products, public policies of the political processes. D. It studies ideas and doctrines about government and the political system, ideas as the concept of and justifications of democracy, justice and equality.	1. What is political science? 2. What are the perspectives of political science?

Lesson 1 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		2. Societies way of regulating relations between individuals and groups of people. 3. Society: An integrated group interacting and communicating among themselves.	2. What is a political system? 3. What is society?

Lesson 1

Learning Activities	Instructional Materials
A. Class Activity: "Game of Democracy" B. Discuss - Relying on students' past knowledge - a definition of political science of government and some of the areas studied in political science. C. List this information and ask student to classify it into the five concepts.	4-H "Game of Democracy" (Simulation) 10 students each National 4-H Club Foundation 7100 Conn. Avenue Washington, D.C. Price $1.50 per game "Communism, Fascism, Capitalism, Socialism," by Ebenstein, Prentice Hall, 1970

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify and describe a political leader's roles and qualifications	A. Leadership	1. Role a. Organizes b. Initator c. Formulates goals d. Carries program out	1. What is the role of the political leader in our society?
		2. Qualifications a. Exerts influence b. Inspires others c. Others are those which enable him to play his role.	2. What are the qualifications of a political leader?
		3. Role of U.S. is that of leader in world affairs. e.g. Foreign aid Internal progress (Domestic) Government, by example of actions Societial goals	3. What is the role of U.S. in international affairs?

Lesson 2

Learning Activities	Instructional Materials
A. Guest Speakers - Local, State, and National political figures. B. Panel Discussion - Role of U.S. as a world power. Isolationism vs. Internationalism C. Class Activity or School - Mock U.N. meeting	The Cold War From Yalta to Cuba, Robert Winks, Macmillian Company, 1964 Vol. II, Issue 6, Screen News Digest, American Presidency, Talbot Local U.N. groups can aid in this project. It can be expanded to states. The U.N. at Work, Kent N.Y. Times, Who Shapes U.S. Foreign Policy, Kent N.Y. Times, The Americanization of Europe, Kent Guidance Assoc., America and The World, Kent President Congress, Talbot Growth of Foreign Policy Talbot

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Identify and describe the roles of citizens.	B. Role of citizen	1. Role of citizen a. Obligation to be informed b. Obligation to vote c. Obligation to participate 2. Qualifications a. Native Born b. Naturalized 3. Citizen: A person having duties, rights, and obligations to a state or nation.	1. What is the role of the citizen in political science? 2. What are the qualifications of citizenship? 3. What is a citizen?

Lesson 3

Learning Activities	Instructional Materials
A. Class Activity: Student participation in local elections Mock election and campaignes in school.	Maryland Manual Secretary of State Annapolis, Maryland
B. Form hypothesis, gather and analysis data and form conclusions of similar roles of citizenship in different countries.	Ency. Britannia, Public Opinion Ency. Britannia Political Parties Talbot County The Nature of Democracy: Taking Part In The Government, Kent County

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. State the types of government institutions. 2. Identify their functions.	C. Institutions (Executive, legislative, and judicial)	1. Types a. Local 1. Town or city a. Mayor and Council b. Manager c. Commission 2. Township 3. County 4. Parish b. State 1. Bicameral 2. Unicameral c. National 1. Confederal 2. Federal a. Legislative b. Judicial c. Executive d. International 1. U.N. 2. League of Nations	1. What are the types of governmental institutions? What are their functions?

Lesson 4

Learning Activities	Instructional Materials
A. Class Activity: Prepare a visit to a local governmental unit in session. In some cases the unit will come to the school and hold a session. e.g. Board of Education. B. Individual Project: Student research on their local government. They could interview local governmental officials. C. If a local Y.M.C.A. youth group is in your school Tri-Hi-Y and Hi-Y look into the possibility of them organizing a District or State Model Legislature under Y.M.C.A. direction.	New York Times Current Affairs Supreme Court Congress and Its Members Kent Citizens Agencies Kent

Lesson 5

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Describe what a political philosophy is. 2. Identify some famous political philosophers. 3. Describe the democratic philosophy of the U.S.A.	D. Philosophy	1. Beliefs, attitudes, values, and goals of a society. 2. Philosophies a. Democracy b. Socialism c. Communism d. Facism e. Monarchy f. Anarchy g. Aristocratic 3. Men a. Marx b. Jefferson c. Hamilton d. Hitler e. Mussolina f. Moco-Tse-Tung g. Lenin 4. Beliefs, attitudes, goals of democracy a. Individualism b. Equality c. Solution always possible d. Freedom e. Generousity f. Puritan ethic g. inalienable rights 5. Declaration of Independence, Constitution.	1. What is a political philosophy? 2. What are some philosophies of political science? 3. Who are some men who shaped political thought? 4. What are the belief, attitudes, and goals of our society? 5. How do these differ from other societies? 6. In what documents and materials are our beliefs indicated?

Lesson 5

Learning Activities	Instructional Materials
A. Class Activity: Student list their own differences between personal freedom under Republican as opposed to Communism. e.g. a. Control of jobs - non control of jobs b. Private ownership vs. state ownership c. Freedom of press vs. non freedom d. Freedom of speech vs. non freedon e. Right to bear arms vs. non right f. Right of assembly vs. non right g. etc. B. Research and gather data to validate their answers. C. Discuss documents of democratic beliefs.	Constitution Declaration of Independence Communist Manifest New York Times (Kent) Behind Banboo Curtain Russias Restive Satellite Cuba: 10 years of Gastro Screen News Digest Vol. 10, Issue 4 Russian Revolution Talbot

Lesson 6

Objectives	Concepts	Supporting Content	Key Questions
Students will be able to: 1. Describe the differences in the decision making process between democracies and communism.	E. Decision Making	1. Differences a. One party system b. Multi-party system c. English Parliament 2. England and U.S. a. Office holder responsible to the public b. U.S.S.R. Office holder responsible to party.	1. How is the decision making process used differently in various systems? 2. Who is responsible for decisions in the various systems?

Lesson 6

Learning Activities	Instructional Materials
A. Group Activity: Follow type of elections and procedures in various systems. e.g. English - Elections at any time - short campaign U.S. - Elections at specific times - long campaigns U.S.S.R. - Elections at specific times - 1 candidate no campaign	Screen News Digest Vol. 10, Issue 3 Problem of Micro States United States Policies Toward China, Paul Halbo, Macmillian Co., 1969